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new directions in education

Statements by
The Honourable
William G. Davis, Q.C., L.L.D.,
Minister of Education
to the
Legislative Assembly
of Ontario

June, 1968

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ONTARIO

THE MINISTER OF EDUCATION

Mr. Chairman:

In presenting the Estimates of the Department of Education for 1968-69, I would ask permission to depart from my normal practice of providing the House with a somewhat exhaustive account of the various departmental programs. Rather I propose to offer for the consideration of the Honourable Members some reflections on the extensive developments in education which are taking place and the underlying philosophy which is influencing the evolution of education in Ontario.

CHANGING ATTITUDES TO EDUCATION

It is most important that we who are so closely involved with government periodically make an effort to stand back from our everyday commitments and re-examine not only our functions but our basic assumptions about the nature of our responsibilities to society. One thing that emerges from such an examination is that the role of a Department of Education in a pioneer, underdeveloped jurisdiction is quite different than in a sophisticated and complex industrial society.

In the early years of this province, the Department became involved in a variety of activities, principally because, in a pioneering society, it was the only appropriate agency available. The educational system which was established in Ontario was a truly fine one, and the development of this province over the past 150 years was in no small measure due to the soundness of that system. However, attributes which at one time were advantageous can, in a changing environment, lose their usefulness and require modification. One such attribute, necessary in its time, was centralization.

J. M. McCutcheon's book, *Public Education in Ontario*, published in 1941, contains an interesting passage by Watson Kirkconnell:

> "In considering my father's success, we shall need to keep in mind the contemporary state of secondary education in Ontario, for the circumstances were such as to limit strictly the pedagogic originality of the individual school. Secondary schools in Ontario from the Grammar School Act of 1853 down to the present have, apart from rare intervals of relaxation, been subject to a rigorous process of centralization under bureaucratic control in the Provincial Capital at Toronto. Apart from a few small private schools which follow, *non passibus aequis*, the traditions of the English residential schools, the secondary education of the Province has been carried on entirely in high schools and collegiate institutes, whose curricula, equipment, teachers' qualifications, examinations, and modes of instruction are all prescribed and inspected by the Government. Such a system

was first evolved by officials like Egerton Ryerson and George Paxton Young, in order to rescue unwilling municipalities from the chaos and incompetence of the pioneer schools, and its success in this regard led later bureaucratic experts like George W. Ross and John Seath to push official prescription to a fantastic extreme. The result, by the time of Seath's death in 1919, was a highly efficient educational machine, uniform throughout the province of three million people and reaching its maximum competence in the great collegiate institutes, where the staffs were made up exclusively of university graduates, each department head was an honour graduate and a specialist, and the plant and equipment measured up to high technical standards. 'Faultily faultless, icily regular', the provincial system was at once one of the most uniformly efficient in the world and one of the most paralysing to individual initiative in teacher or school."

Such was the judgment of Watson Kirkconnell.

In all honesty, we must admit that, while the tradition of a centralized system of education served the province well, it did lead to an undue emphasis on regimentation and conformity. This was, perhaps, a necessary evil in a pioneer society.

THE EVOLVING ROLE OF THE DEPARTMENT

Over the years, the Ontario Department of Education, to its credit, has played an important role in the development of local educational authorities to the point where they have become responsible agents, capable of assuming many of the functions which were hitherto carried by the Department. This evolution has required a fundamental re-examination of the role of the Department. While it will continue to play a most vital part in Ontario education, the distribution of emphasis on its activities will be radically changed.

At a time when the size of government at all levels seems to be increasing at an exponential rate, our aim will be to reduce the size of the Department while at the same time increasing its effectiveness, measured in terms of service to education.

In the course of this major shift in departmental policy, many departmental functions will be decentralized to appropriate authorities. In some areas this process is already well advanced. A key step was taken in this regard with the establishment of colleges of applied arts and technology. Ontario already had a well established system of institutes of technology, vocational centres and institutes of trades which were operated directly by the Department. Rather than extend this system of post-secondary education under departmental control, it was decided to establish colleges under local boards of governors. The departmental institutes all have become the responsibility of such boards and in many cases have formed the nucleus of new institutions.

In a parallel development, it was announced in September 1967 that regional offices would be made more responsive to local needs through a de-emphasis on supervision in favour of assistance in educational innovation and experimentation. Department of Education subject inspectors were given a new role as program consultants, available to schools on request. With the establishment of larger units of school administration, the need for departmental

supervisory staff such as area superintendents will disappear since the new boards will appoint their own professional staff.

In reviewing the role of the Department of Education, I feel that it is necessary to return to first principles. The fundamental reason for the existence of a Department of Education is to enable the Ontario Government to carry out effectively its responsibility for providing wise and appropriate measures for the education of our citizens.

It follows that the function of departmental officials is to develop and continuously review a comprehensive philosophy of public education. This educational planning — which must cover an extremely broad spectrum, taking into account the social and economic needs of all citizens — is then expressed as policy in two principal ways: through the medium of the educational laws which form the framework for publicly supported education; and through the distribution of funds, which are not unlimited and therefore must be invested with acumen. Being centrally located, the Department is also specially qualified to be a resource centre for new information and a clearing house for worthwhile ideas emanating from within and outside the province.

These are the three principal responsibilities of the Department, and all other involvements, it seems to me, can only have the effect of diluting the considerable effort required to do these jobs well. With the decentralization of many of the traditional departmental functions to local authorities which are situated more closely to the public they serve, departmental officials will be better able to concentrate on those responsibilities which they are best equipped to perform.

The main condition needed to bring about this ideal situation is that local educational authorities should be large enough to be able to provide a full range of programs plus the highly specialized staff of psychologists, reading consultants, speech therapists, and others that are required if all children are to be given the opportunity to achieve their maximum potential.

Realization of such an aim will call for co-operation, highmindedness and even sacrifice. This centralization at the local level is in no way inconsistent with the philosophy of decentralization at the provincial level. We should strive for an optimum local organization which is close enough to the local scene to be fully conversant with its problems, yet large enough and sufficiently well staffed to receive delegation of responsibility from the Department. This delegation of duties will provide the local staff and specialists with the flexibility and freedom from artificial constraints which will enable them to operate at maximum effectiveness.

The point I wish to stress here is that a distinction must be drawn between "operating" functions and "policy-making" functions. I am suggesting that, in a highly developed and mature educational system such as we have in Ontario, "operating" functions are most effectively and appropriately the responsibility of local agencies such as boards of education and boards of governors. The central Department of Education, on the other hand, must be responsible for overall planning.

SOME FUTURE RESPONSIBILITIES AND PRIORITIES

In order that there shall be no uncertainty concerning the positive and vital role of the Department, I should like at this point to outline some of the basic responsibilities and priorities of the Department which I see for the future. In an era of change such as ours, this list cannot be complete and should not be regarded as fixed. In fact, one of the elements required is a degree of flexibility that will allow the Department to respond to changing realities. I should sincerely welcome debate and suggestions on this important matter, particularly as our deliberations on the role of a Department of Education may well be examined with interest in other jurisdictions as well as our own. The evolutionary process through which we are passing seems to be a matter of common experience throughout the world.

I would suggest that we can best focus the role of a central Department of Education by investigating some of its broad strategic objectives and resulting responsibilities. These might be stated as follows:

(1) The Department is responsible for ensuring that all citizens have suitable educational opportunities. This involves the setting of objectives, the provision of leadership and the establishment and involvement of appropriate authorities to implement the necessary programs.

Leadership cannot take the form of dictation from a superior authority to other levels. To be effective, it must be based on mutual respect and recognition of the special contributions which can be made by all parties to the total educational enterprise. For example, classroom teachers and local authorities are particularly qualified to take part in the development and implementation of new approaches to meet specific circumstances with which they are familiar. The Department, on the other hand, because of its central location, is uniquely equipped to disseminate locally developed techniques to other parts of the province.

(2) The Department should delegate the operation of institutions to other bodies, e.g. local education authorities, which, through legislation, are given sufficiently wide powers to ensure that all educational needs of society are met.

From this premise, it follows that the Department must encourage the establishment of authorities suitable for the task, such authorities as large local education jurisdictions, colleges and institutions, to which responsibility can be delegated. Such agencies should be given encouragement to innovate, with as much freedom from regulation as is consistent with the central authority's responsibility.

(3) The Department must provide financial resources to local education authorities and establish priorities so that resources which are scarce may be allocated in the most judicious manner. Here, the primary needs are analysis and long-term planning.

(4) The Department has a responsibility for research, whether it engages in it directly or encourages local education authorities and other agencies to search for fresh approaches and better educational methods.

(5) The Department must provide assistance to local education agencies in the form of consultative services, proposals and new ideas for curriculum development, and must assist in providing suitably qualified personnel.

These suggestions concerning the appropriate role of a Department of Education are based on a number of assumptions. The first is that the true strength of a democracy lies in the opportunities which it provides for individual growth and development, and that this can best be achieved through diversity and flexibility on a scale which is possible only in a decentralized system.

Another assumption is that, in educational matters, locally elected representatives working with professional teachers can be counted on not only to maintain existing standards but to achieve new heights of excellence, which will ultimately be of benefit to all.

Such assumptions constitute an expression of confidence in our Ontario school system. They are based on the record of many years, in which a high sense of public responsibility has been demonstrated by the electorate, by its elected representatives and by professional teachers alike. Such public spirit cannot be legislated by a government. It can only be achieved by a society that has evolved an educational system with depth, self-awareness and clarity of goals.

I should like now to turn to a few instances of the type of educational activity and innovation on which we base our confidence in the ultimate success of our policy of decentralization. I feel that such examples are quite significant for this reason.

DEVELOPING OUT-OF-SCHOOL ACTIVITIES

Educational policy-making must always have as its central concern the student in the learning environment. Hence, there is a need for feedback from the schools to help us determine whether the Department's philosophy of education does in fact have validity and viability when put into practice. This is the focal point around which all our deliberations must revolve. That is why I should like to cite several of many possible examples of the creative responses which have been forthcoming from local boards and schools as a result of the greater freedom to innovate that is provided by our philosophy of decentralization and democratization of education in Ontario.

It is no coincidence that many recent developments stress student involvement in out-of-school situations. This reflects an increasing and healthy awareness that the ultimate test of any system will be the extent to which it encourages growth and participation among its students, and provides them with real, as opposed to vicarious, experience of the world.

THE FERGUS PROJECT FOR EXPO 67

Many schools are accomplishing truly remarkable things in providing students with just such experiences. For example, large numbers of students have been exchanged over several weeks between Fergus District Secondary School and an equivalent French-language school in Quebec. Fergus is the school that managed to send not just a delegation but very nearly the entire student body to visit Expo 67. The students themselves earned almost $40,000 to finance the project and parents were specifically asked not to assist by paying any of the expenses. The principal, Mr. Richard B. Gilman, described the project in part as follows:

"Students were divided by the organization committee into groups of their own choice and over a hundred student leaders were trained for supervision tasks. Four large institutions were rented in Montreal and visits were made to plan sleeping accommodation, meals and so on. We deliberately attempted to involve as many as possible in real organization and we tried to avoid using those who were already in positions of responsibility, such as the student council or school prefects.

"Meanwhile practically every subject department integrated into its courses worthwhile information concerning what students would see. The English, History, Geography, Commercial and Language departments were especially busy and this culminated in the production of a 34-page tour handbook for each student and staff member ...

"... Statistics prove little. But there was a certain satisfaction when the school returned to normal after 1,300 miles of travel with two special trains, 160 buses, four trucks, four cars and 13,000 booked meals — all made possible through the raising of nearly $40,000 over a period of eight months.

"Not only had the students gained experience through the magnificent displays and exhibitions of arts, science and technology at *Man and his World;* they had also participated in writing assignments, discussions and historical and geographical surveys during the school term in preparation for their trip.

"In short, the positive values of the trip appeared to be fourfold: knowledge, experience, morale and community spirit."

Mr. Chairman, the surprising thing to many of us of another generation is the extent to which the students themselves organize and participate in planning such endeavours, and therein, probably, lies their chief value.

EXPERIMENTS IN SCHOOL ORGANIZATION

Symbolic of the movement towards integrating the experiences of an individual student in school is the project on secondary school organization that is now in progress. In the school year 1967-68, six secondary schools were encouraged to introduce modified programs covering individual timetables, subject promotions, and additional optional courses. The modifications were left sufficiently flexible to allow for a start to be made in bridging the five-year and the four-year programs, as well as in breaking down the barriers among the Arts and Science, Business and Commerce, and Technical and Vocational branches.

With subject promotion and a credit system established, these schools were also able to reduce the demarcation between grades and thus take a first step toward the non-graded secondary school. It may well be that in the future the traditional program distinctions just referred to will decrease and

that students will be offered a much wider selection of interests, regardless of their ultimate choice of career pattern.

Care is being taken to ensure that the students involved in the current project are enabled to meet the requirements of post-secondary institutions. The Department has made provision for publication of the results so that other schools and jurisdictions may benefit from the experience gained. I should be happy to arrange for any interested member to obtain a copy of this publication.

In the primary and junior divisions of our elementary schools, the principle of non-graded classes is being actively explored by a significantly increasing number of teachers and school systems. The ideal of continuous progress for each child is still an elusive organizational goal, but at such schools as Allandale Heights, in Barrie, children and their teachers are coming close to that ideal.

The Interim Revisions of the Program of Studies for Kindergarten and Grades 1 to 6, issued during 1966 and 1967, have provided encouragement for such developments. Grade designations are becoming less rigid, and, in the first six years of school, the kind of carefully planned "freedom in the presence of knowledge" that more and more children are experiencing should no longer be termed experimental.

In the intermediate division, new dimensions and possibilities are being explored in the schools for kindergarten to grade 6 pupils and in the senior public schools. Students in these middle years must be given opportunities for a wide range of experience across the broadest possible spectrum of subjects and themes. Schools such as the Bertie Senior Elementary School at Ridgeway and Alexander Muir Senior Public School in Toronto are developing programs which incorporate theme-centred activities by students, co-operative planning by teachers, considerable out-of-school experiences, and the rapid development of cross-disciplinary studies.

School organization will be the subject of intense study by my Department in the year 1968-69. More flexibility is needed to meet the wider and more diverse interests of students. Our aim will be to preserve the best of the traditional methods, while providing more and more avenues for the development of each student's potential.

INTEGRATION OF SCHOOL AND COMMUNITY

As some of the basic concepts of school organization are re-evaluated, one significant trend seems to be emerging: this is a greater integration of the school with the community. Just as schools are making greater use in the total learning environment of the resources available in the community, so the community in turn is coming to regard the schools as valuable public assets which are capable of serving the needs of adults, as well as young people, in pursuit of education as a lifelong need.

An example of this interchange is the improved consultation among, and effective integration of, community library facilities of various kinds in a number of centres, to the benefit of students and citizens. It has been common for students and schools to use local libraries on an individual as well as a group basis. In recent years, a number of well equipped school libraries have been made available in the evenings as reference libraries for students and members of the general public.

Many schools are being utilized in the evenings and in the summer by regular students and adults. Much good work is being done, but the time has come for even greater efforts in this direction as continuing education becomes a factor of growing significance in the lives of all our citizens.

We are indeed fortunate in this province to have facilities for public education which are second to those of no other jurisdiction in the world. Visitors from outside the province and from other countries, including those that are among the most technically advanced, have been most complimentary. Facilities of such quality should not sit idle, but should in fact be in use around the clock, if necessary, where programs are in demand by citizens who work during the hours of daytime courses. I would suggest that school boards should give a high priority to making maximum use of school facilities for all citizens.

In relation to the regular school program, this Department will encourage school boards to increase summer programs to cover the requirements not only of students who desire to make up previously failed courses, but of those who wish to broaden and enrich their knowledge or progress more rapidly through the regular program.

As I mentioned earlier, Mr. Chairman, the integration of schools with the community also involves school students in learning activities outside the regular classroom, and I should like to mention just a few of the effective programs now under way.

In Atikokan, two programs take students out of doors. Last September, students enrolled in the *Natural Resources Technology Course* surveyed the route through the area of forest and lake reserved for the Atikokan High School by the Department of Lands and Forests. In this project, the students have, in effect, an outdoor laboratory.

This is also the school from which, last March, the students in the *Outer's Program* set out on an all-night march, although the snow was blowing and the temperature was in the twenties. By morning they had reached their destination at a lumber camp where breakfast, prepared by other students, awaited them. This is part of a program designed to develop initiative and self-reliance.

During the current year, thousands of children have left their own schools for residential schools where education continues out of doors. Sometimes camp sites become classrooms, as happened in Midland; there the public school board and the YMCA co-operated in organizing a June camp where young boys had a chance to examine the rocks and minerals on Beausoleil Island.

Out-of-classroom activities are not limited to hiking and the study of science and conservation. Evidences of the past are just as exciting as the world of the present. In the summer of 1967, some 41,000 students visited the restored site of Ste. Marie-among-the-Hurons. Boys and girls from Toronto were so interested that they took part in archaeological digs in Huronia. To give more pupils a chance to dig for themselves, the Metropolitan Toronto Separate School Board has secured an option on an Indian site near Midland.

An indication of the eagerness of the Department of Education to encourage such activities can be seen in the appointment of an official in the Curriculum Section to devote his full time to gathering information and developing materials relating to educational programs outside the regular school environment.

More and more, we are learning that the entire area of this province, and even places beyond its boundaries, are becoming extensions of the school where students see and do things at first hand. In support of this development, the Department is preparing a detailed memorandum to suggest ways in which individual parents, groups, and school boards can conduct educational student tours with maximum benefit.

I should like to mention two other examples of innovation from — literally — thousands that come to our attention. Again this year, schools in Welland and Lincoln counties on the Niagara Peninsula have sponsored their continuing seminar in humanities and science. Young people from grades 11 and 12 meet one evening a week throughout the winter for the *Seminar for Exploration of Advanced Studies*. Topics ranging from theology to astrophysics are discussed by young people with prominent scholars and specialists from all over the country.

In Napanee, school children from the area had a special reason to take pride in the town's store window displays. In January, a History Fair on the Napanee area was held by teachers and students of the social studies program. The Indian children of Mohawk Landing and area were more than a little proud of their display which showed their neighbours what Napanee was like before the coming of the settlers from Europe.

PROGRAMS FOR INNER CITY CHILDREN

One of the great advantages of decentralization is, of course, the scope it provides for local initiative in developing new solutions to individual and often unique local problems. One such interesting development has occurred in Hamilton.

Since September 1965, the Hamilton Board of Education has operated an extensive compensatory program for inner city children. The program is entitled *Educational Needs of the Older City (ENOC).* Four schools are currently participating in the program, which includes junior kindergartens planned to meet the needs of this younger group; special emphasis upon reading and language skills, using specially trained teaching personnel assisted by parents and volunteer teacher aides; extended guidance counselling; reduction of pupil-teacher ratios; the use of additional audio-visual equipment; and participation in a broad range of field study trips.

Every effort is made to acquaint parents with the many phases of the *ENOC* program and to encourage their support and active participation. The *Read-To-Me* and *Let-Me-Read-To-You* programs encourage children and their parents to become interested in this phase of the project. Parents are invited to the school frequently to hear about the work of a certain grade; to see the results of children's work; to be guests at assembly programs; to view a film which their children are seeing; to assist with field study trips; to help repair books and assemble reading materials; and to construct visual aids. Such visits lead to a mutual understanding of the goals of both teacher and parent and promote a feeling of affinity for the school on the part of the parents. Schools concerned in the *ENOC* program periodically distribute newsletters to keep parents informed about developments in which their children are involved. It is also hoped that parents will continue, at home, some of the activities and interests which they see being promoted at school.

The Hamilton Board of Education has given recognition to the fact that the *ENOC* program's success depends primarily upon the influence of enthusiastic, dedicated teachers who understand inner city pupils, their parents, and the strengths and weaknesses of their cultural background. A concerted effort is made to provide meaningful in-service programs which will enrich the children's background and renew the enthusiasm of the people involved. *ENOC* is only one of a number of programs of this type which are being conducted in various urban centres.

RISING PUBLIC INTEREST IN THE ARTS

I should like to refer briefly to a very encouraging phenomenon of recent years in which the schools are involved and that is the expansion of cultural interest in this country and in Ontario. Never has so much interest in the arts been shown in the schools as at the present time. Plays, motion pictures, art in its various forms, and ballet are all being actively practised in schools. One has only to observe the cultural renaissance in society at large to realize that our school program is one of the main stimuli of the new enthusiasm. In recognition of this highly important manifestation of change in Canadian life, the Department has appointed an outstanding teacher to develop programs and act as a consultant in fine arts.

THE CURRICULUM FERMENT

The primary difference between what is happening in the schools at the present time and what was accepted for a great many years in Ontario's earlier history has been in the field of curriculum.

During the early period, there were comparatively few changes in the course of study. Dr. Egerton Ryerson's earliest syllabus of subjects for elementary schools comprised 19 subjects, most of which were simply not taught. After he retired, this vast number was substantially cut, many of the subjects being transferred to the secondary level; some of them were left for the universities.

There was for many decades a strong bias towards classical subjects, which proved hard to alter because of the immense prestige these subjects had in English-speaking education everywhere. Languages, some of which had been dead for centuries, were taught to be read, not spoken. Mathematics was conventional, addicted to formulae, theorems and logarithms. Geography was lists of places and products; history was tied to kings and battles; spelling was words you would never hear again.

It is a far cry from those conventional days to the present curricular ferment. The purpose of the major and continuing reforms of the curriculum has been to bring the benefits of varied educational experiences to the innumerable varieties of temperament, interest and ability in Ontario's 1.9 million young people. The program of reform is well under way, but it will continue into the future as long as the growth of knowledge and the demands of change persist. It is impossible to believe that curricula will ever again stay unchanged for long periods, as once was the case.

Honourable Members will recall that a basic revision of the secondary school program took place a few years ago, a reform which has had substantial effects on the ratio of student retention in Ontario schools. Continuing improvements are being made to increase its value. One of the reform's chief merits has been to open up new fields of study. These provide additional options which greatly enrich the educational offering of our schools.

I shall submit some more detailed information concerning curriculum development to the Honourable Members at a later stage. For the present, let me just add this: one of the key features of this activity is that present-day courses are not prescriptions from which deviation would be perilous, but rather outlines, supported by suggestions for resource material, to which teachers and students can turn for either broad or intensive treatment, as they wish. The result, it is hoped, will be better informed, more closely interested pupils and students, whose future life will be given permanent benefit by training in *how to find out* what needs to be known.

EDUCATIONAL RESEARCH

This, Mr. Chairman, is illustrative of the whole condition of education. It needs intensive examination, revised methods, higher standards, new outlooks. Our civilization in its present phase owes its character and direction to research. Recognizing that educational research lagged far behind other forms, we established the Ontario Institute for Studies in Education. This institution, which has university status and is affiliated with the University of Toronto, combines many forms of educational research with graduate studies in education, and research and development in curriculum. The enterprise is reaching the point where its productive value will be increasingly evident, and we hope that it will remain, as it now is, virtually unique in world education.

SOCIAL CONCERNS IN EDUCATION

The broad review and rethinking that the age of change has imposed on all our social institutions has deeply affected education. We are increasingly conscious that the old ways and old forms fall far short of meeting the challenges that are presenting themselves with such force in our country, as they are almost everywhere else.

The problems of ignorance and poverty are the new frontier of social action, and in the effort to meet these problems educational systems have a profound responsibility. Honourable Members may be assured that we are keenly aware of the crucial need to find solutions that will in truth open to the victims of these social deficiencies the opportunity for a better life.

Schools by themselves are not the sole answer to ignorance and poverty, and broad policies will have to be developed to achieve what is necessary. In all countries, including the wealthy democracy to the south, effective solutions to these problems have been difficult to find.

This challenge points to many elements of growth and experiment which still face us. How can we open to the underprivileged the resources and the privileges of a vigorous society? These ways we must actively seek. But just as important are the needs emerging from the technological revolution, which is rapidly providing North American society with an increasing degree of leisure. I have already referred to the cultural renaissance that is becoming so obvious in Ontario, and, indeed, in Canada, as exemplified in the triumphant success of Expo 67. It is apparent that new steps must be adopted to assist our people to find useful, enjoyable and absorbing ways of living the new life of leisure. This, like the problem of poverty, is not exclusively an educational responsibility, but education can and will play a substantial part.

In such a program, it may be assumed, a considerable expansion of library service would have a priority. Along with books, other forms of communication, including records, tapes, television, museums, art galleries, concert halls, would have their several parts to play in the cultural enrichment and

intellectual growth of our population. The basis of a far higher civilization than has ever existed is within our grasp. This is the challenge of the last third of this remarkable century.

CONCLUSION

Mr. Chairman, in the midst of our unquestionable educational advances at all levels and of the nation-wide cultural activity of which I have spoken, all who share responsibility for education have to ask themselves: what is our common purpose? Stocking the minds of our pupils is not enough; we have to be concerned not only with their intellectual development but with their values. It is impossible today to consider education divorced from values.

In our search for progress, we could not do better, I believe, than be guided by some words of Sir Alec Clegg, one of the leaders of educational thought in Britain today. They were spoken when he was our Commonwealth visitor in 1966:

> "Progress must indeed mean that new peaks will be reached as the centuries pass but educationally it is just as important (in my view more important) that many now floundering should be able to master the heights now attained only by the few and these will be heights of compassion, of courage, of integrity, initiative and of tolerance as well as heights of the intellect."

INFORMATION PAPERS

PROVIDED BY

THE HONOURABLE WILLIAM G. DAVIS Q.C., L.L.D.,

MINISTER OF EDUCATION

TO THE

LEGISLATIVE ASSEMBLY OF ONTARIO

IN CONNECTION WITH

THE DEPARTMENTAL ESTIMATES 1968 - 69

June, 1968

ONTARIO

THE MINISTER OF EDUCATION

Mr. Chairman:

It is my privilege to offer to the Honourable Members a detailed examination of the Department's activities. May I first direct the attention of the House to some matters of educational investment and organization?

TWENTY YEARS OF EXPANSION

In the 20-year period from 1948 to 1967, a total of 1,165,675 new pupil places were provided in elementary schools at a cost of just under one billion dollars ($1,000,000,000). During the same period, in secondary schools, 429,277 pupil places were made available at a cost in excess of $900 million. The calendar year 1967 alone saw the completion of 121 new elementary and secondary schools and 317 additions, at a total cost of nearly $225 million and providing 113,550 new pupil places.

GRANTS

The extent of provincial investment in education continues to grow, a fact which is reflected by a rise of $201 million in the estimates for the Department of Education for 1968-69. This is an advance of almost 30 per cent over the previous year.

Close to $100 million of this increase will go to school boards under the heading of General Legislative Grants, which will total $543 million. It should be noted in this context that while, in the next few years, the rate of increase of the school population will not accelerate as rapidly as in the recent past, the capital investment in schools will gradually increase, owing to such factors as growth in immigration, rising costs for replacement schools, and continuous improvement in facilities and equipment. In the present Estimates, an extra $62 million will be necessary for capital grants to school boards for vocational school construction, partly because of the termination of federal assistance in secondary vocational education. The figures I have given, representing additional support for local education authorities, do not, of course, include the basic shelter exemption reimbursement.

This year, the Government is providing $45 million for operating purposes in grants to colleges of applied arts and technology. I might add that in 1968-69 provision of capital assistance to these colleges is made under the Ontario Universities Capital Aid Corporation.

RESEARCH ON SCHOOL BUILDINGS

The volume of building for use in education and the constant upward pressures on construction costs have combined to emphasize the necessity for a comprehensive program of technical research into construction techniques, cost analysis, and design specifications.

A very active School Planning and Building Research Section has, over the past two years, released 11 brochures on subjects ranging from *Physical Education Facilities* to *Guidelines for Planning for Colleges of Applied Arts and Technology*. Ten further studies, to be published during the next year or so, are in preparation.

REORGANIZATION OF SCHOOL JURISDICTIONS

Ontario's education system is at present engaged in an important reorganization of its school jurisdictions. This latest step in a development with a long history directly serves one of the principal purposes of government policy, which is to carry equality in education to every corner of this province.

Since 1964, when provision was made for the establishment of the township as the smallest unit for public school purposes and for the inclusion of every part of a county in a high school district, many larger units of school administration have been formed. During this same period, many combined Roman Catholic separate school zones have been formed also. The total number of school boards operating schools in 1964 was 3,216. At the end of 1967, the corresponding number was 1,446, made up as follows:

Public School Boards	777
Separate School Boards	482
Secondary School Boards	235
Less duplicate Boards of Education	(48)
	1,446

The establishment of larger school jurisdictions in the past has provided the experience and knowledge which make possible the present legislation. This is the most significant development in the organizational structure of education in the history of Ontario.

The legislation provides for a total of 78 elected boards of education with jurisdiction over a continuous and integrated program of elementary and secondary education, including boards in 38 administrative counties, four defined cities and the six municipalities of Metropolitan Toronto in Southern Ontario. Designation by regulation of the remaining approximately 30 school divisions in Northern Ontario under similar boards of education will be effective by January 1, 1969.

I cannot stress too strongly that the sole purpose behind the proposed reorganization is to establish educational jurisdictions capable of extending equal educational opportunity to all boys and girls of this province. The creation of the new school divisions will enable planning to focus directly upon the needs of all children: those requiring special education, diversified secondary school programs, and enriched pupil services in the form of libraries, audio-visual resources, etc.

While dwelling on the educational advantages, I must, at this time of concern over the cost of education, also emphasize that the new boards are being created to give our people the best possible value for the dollar without prejudice to the needs of children.

Under a board of education, each jurisdiction will be able to operate with a great deal of autonomy in order to bring about the flexibility of programming demanded by the very nature of the individuality of children.

TEACHER EDUCATION

Progress in the reorganized school jurisdictions will be materially advanced by a continuing stream of good teachers. It is therefore appropriate at this point to comment on the developments in teacher education in this province.

Honourable Members will recall that the decision was made to terminate the summer school route for the training of secondary school teachers next year. Consequently, the last classes to enter the two-summer program will do so this summer and these candidates will complete their work in 1969.

The great majority of secondary school teachers will in future enter programs requiring a longer period of training largely through the provision for practice teaching in regular school classes during the school year. This policy was adopted after consultation with representatives of the Ontario Teachers' Federation, the Ontario School Trustees' Council, the Association of Directors and Superintendents of Education, and the Deans of the Colleges of Education. Other interested groups also made representations advocating the same change. All accepted the fact that there would be some difficulties in terms of the supply of teachers for secondary schools and all agreed that they would assist in the development of plans to meet the situation.

I am pleased to be able to say that Mr. T. Boone, who is the Director of Education in Etobicoke, and who served as Chairman of the Joint Committee that recommended termination of the summer course route, has agreed to undertake the duties of chairman of a new committee representative of the same groups. This committee will consider new and additional programs designed to provide suitable routes for the education of teachers at this level.

Associated with new programs is the necessity to provide additional facilities to accommodate more students for a longer period of time. In this connection Althouse College in the University of Western Ontario is wholly operative and is capable of providing for double its present enrolment. The College of Education in the University of Toronto can take an additional one third of its present enrolment and plans are being developed for a substantial extension to the present building. The advisory board of the college is participating in the discussions regarding the expanded facilities there.

McArthur College in Queen's University, Kingston, will begin operations in September 1968, with an initial enrolment of 200. It will be accommodated in classrooms within the university and in administration facilities provided in temporary quarters on the university campus for this purpose. In the meantime, the university will proceed with the construction of the new McArthur College building on the West Campus. When this facility is completed it will provide for 600 students and the temporary quarters being provided now will be utilized by the university for other purposes.

Discussions have been held with officials of the University of Ottawa and I am pleased to be able to announce that approval has now been given for the university to proceed with the planning of a College of Education to accommodate 200 French-speaking students entering the secondary school teaching field who will staff, in particular, the new French-language secondary schools within the public system. This college will also provide accommodation for up to 400 French-speaking candidates for the bilingual elementary schools. Teachers for this latter purpose are already being trained in rented quarters provided by the University of Ottawa on its campus.

Considerable progress has been made in the area of the training of elementary school teachers. During the year, I announced that the minimum standard for admission to teachers' colleges, effective in September 1969, would be 55 per cent in grade 13. If the number of applicants continues to increase, it is quite possible that the objective of 60 per cent for admission can be reached one year later, in 1970, rather than 1971 or 1972, as originally contemplated.

Courses in the teaching of French to English-speaking students have now been established at eight of our teachers' colleges. A total of 284 students, whose ability to speak French met the required oral admission standards, were enrolled in these courses in September 1967.

It will be recalled that a special course for candidates who already held a Bachelor of Arts degree and who wished to teach at the elementary school level was established a few years ago. This course is attracting an increasing number of applicants and 241 were enrolled in the past year, a 26 per cent increase over the previous year.

In all, the enrolment in the teachers' colleges increased by five per cent for 1967-68 and reached a total of 6,853 candidates. The number of graduates is sufficient to relieve some of the pressures that have existed in particular areas in the past and permits the conclusion that this factor, coupled with the lower birth rate, will bring about a steady improvement in the supply of teachers at the elementary level. These developments will permit a gradual increase in the academic requirements for certification towards the minimum objective of a university degree for all teachers.

In this connection, it is relevant to point out that a new college to train elementary school teachers is under construction on the main campus of Brock University and that, in September 1968, the college will occupy space in the main buildings of the university until the new college is ready in July 1969.

Tenders have been called for a new college on the campus of Laurentian University at Sudbury to train bilingual teachers for elementary schools, and it is expected that the new college will be ready for occupancy by the end of 1969. In the meantime, the college is occupying space in the main buildings of the university. Many advantages to students are already evident as a result of the close association which location on the university campuses makes possible.

A decision has been reached to provide a new college for training elementary teachers as part of the education centre to be developed in North Bay in conjunction with Nipissing College, an off-campus college of Laurentian University, and Cambrian College of Applied Arts and Technology, which will also incorporate a Regional School of Nursing. This centre will permit the provision of many of the auxiliary and ancillary services which could not be made available to the institutions if they had developed as separate entities.

During the year, there have been numerous discussions with several of the universities towards finalizing the transfer of the administration of the teachers' colleges to the universities. Discussions have also been held with the Subcommittee on Teacher Education established by the Committee of Presidents of Ontario Universities and a further meeting has been scheduled for the near future.

We expect that we shall be able to resolve any remaining problems involved in the transfer of teacher education and that shortly agreements giving

effect to the transfer can be concluded for several of the colleges. Provision has been made in the Estimates to permit these changes to be financed through the universities as soon as agreements are signed.

TEACHERS FOR SPECIAL EDUCATION

Preparation of teachers for the field of Special Education is an important element in our teacher education activities. Last September, I announced the appointment of a new officer to the Teacher Education Branch who would devote his full attention to Special Education problems. This officer has reported on a broad range of colleges and universities in the United States which offer an organized sequence of special preparation for those engaged in the education of exceptional children of all types, gifted as well as handicapped. Some of the fields deal with gifted children, testing, evaluation, limited vision, orthopaedic cases, neurologically impaired children, and so on. An interim report from this officer on his investigations up to this point indicates that 20 different centres offer programs which could be applicable to Ontario conditions. More programs offering elements suitable for Ontario teachers will, no doubt, be found available in the future, as the officer continues his studies. One very important outcome of his work to date concerns the development of clinics with an interdisciplinary approach to the diagnosis and educational handling of exceptional children. From the knowledge acquired in these continuing studies, it is already possible for the Department to provide guidance for developing programs of similar types in this province. At the same time, our own regular summer courses in the fields concerned are being constantly updated. In addition, discussions are being held with a view to providing an institution for the preparation of teachers in the area of Special Education.

PROFESSIONAL DEVELOPMENT

While our main concern is the supply of an adequate number of well prepared teachers for our schools, we have in addition provided for the upgrading and updating of practising teachers. During the last year, our Professional Development Section offered 27 different courses in 59 summer schools held in 33 Ontario communities. A staff of 900 instructors was required for these courses and approximately 15,000 elementary and secondary school teachers were enrolled. Of particular interest in the context of professional development is a a three-week refresher course in physical education in England for Ontario teachers which is planned to take place from July 8 to July 26, 1968. This is an attempt to broaden the horizons of our teachers by bringing them into contact with philosophies, ideas, and practices used by successful educators in England. During the first week of the course, the Ontario teachers will visit schools selected by the British Department of Education and Science. The second and third weeks of the course are to be spent in residence at the Chelsea College of Physical Education, Eastbourne, Sussex. Here the students will have the opportunity to join in discussions and take classes with selected English instructors. Approximately 50 teachers have been accepted for this course and will pay their own travel and living expenses. The Ontario Department of Education has been responsible for the organization and preparation of the administrative details of the course.

TEACHER EXCHANGE

The Department continues to support the program of exchange of Ontario teachers with teachers from the other provinces, the United States, and Great Britain. During the current year, under the auspices of the Canadian Education Association, 55 Canadian teachers, 26 of them from Ontario, are on exchange with the same number from Great Britain; two each are on exchange

from the United States and this country, one of whom is from Ontario; in the interprovincial exchange, an Ontario teacher is exchanging with one from British Columbia; and in the exchange between English-speaking and French-speaking teachers across Canada, 2 of the 21 involved on each side are Ontarians.

CURRICULUM DEVELOPMENT

In our world of rapid change and expanding knowledge in new, as well as established, fields, approaches to learning must be subjected to constant reassessment. For this reason, and in line with international trends and the latest findings of researchers, the Department of Education is placing continued emphasis on curriculum development. In Ontario, we define curriculum as the totality of the experience that the child has within the environment of the school and we assume that innovation must be encouraged. The objective of the Curriculum Section, then, both central office staff and program consultants, is to stimulate leadership in the development of educational experiences to meet the individual needs of the wide variety of children.

The Section moves towards this objective along a number of paths:

(1) through the provision of specialized assistance, on request, in planning local curriculum projects to suit particular needs;

(2) by the dissemination of curriculum information through conferences, publications, and other media in order that Ontario educational programs may benefit from research and from the latest developments in scholarship, business, and industry;

(3) through provision of assistance to individual teachers and groups of teachers;

(4) through liaison with organizations and groups concerned with education, both inside and outside the province;

(5) through assistance in the evolution of an educational process which encourages full development of individual talent; and

(6) through assembling, and participating in, task forces to develop and implement specific curriculum projects.

In the fall of 1967, to meet changing conditions, the Curriculum Section was reorganized into four groups, each concerned with related subject areas. The groups cover the Humanities, the Pure and Applied Sciences, the Social Sciences, and a General category. Each subject group is in the charge of a group chairman.

In 1967, also, the role of the subject inspectors in the Department was changed to one of a consultative nature. The program consultants, as they are now called, are part of the Curriculum Section. They will be the Department's main channel of direct contact and service to schools concerning instructional matters. Because we believe the Department's consultant service can be of great significance, we have increased the number of program consultants who will be available to the schools in 1968-69.

Curriculum Section must necessarily concern itself with maintaining a consistent overall general philosophy for service to schools, in addition to performing the task of developing course outlines. We have already worked towards the co-ordination and integration of programs at every age level from kindergarten to grade 13. In line with this policy, we are arranging for general program co-ordinators in the Curriculum Section at each of the four school levels: primary, junior, intermediate, and senior.

I should now like to offer Honourable Members a little more detail on the work of the Curriculum Section as an outline of its scope and complexity. The Humanities Group, for example, includes English, modern languages, Latin, Greek, and *français*.

In English, the work of the Curriculum Committee on English in the four-year classes is carrying on a pilot program in 47 schools of the province. This program emphasizes the adaptation of the curriculum to local needs and encourages a greater degree of student participation in its planning and execution.

In modern languages, attention will focus this year, and for the next few years, on developing the elementary school French program and co-ordinating it with that of the secondary schools. A course to help teachers of French take full advantage of opportunities provided by the new technology will be held at Sudbury this summer and an intensive French course, five weeks in length, will be available at Ste. Thérèse de Blainville, Quebec.

In primary education, a special committee will construct a course in the area of education for young children between five and nine. Its theme will be their all-round growth and development and the emphasis will be on an integrated approach to learning based on the children's experiences.

Ontario has been a leader in audio-visual education for many years and has evolved a widespread system of decentralized film libraries under the control of municipal school boards. In recent years, many school boards have been working with the Department of Education in setting up their own film libraries and this year it is expected that Kingston, Hamilton, Windsor and Sault Ste. Marie will initiate such a service. The creation of larger units of school administration will provide many more jurisdictions capable of implementing this type of program. An additional bilingual Assistant Superintendent of Curriculum will provide special facilities in the fields of *anglais* and audio-visual and library services for the bilingual schools.

I turn now to the Pure and Applied Sciences group, which includes mathematics, science and technical subjects. Last year, the Department initiated a summer course in elementary science and a summer program in field studies in science. Two heads of field centres in England gave instruction in techniques of field work to nearly 300 teachers on course and to an additional 90 using the facilities of the Albion Hills Conservation School. This year, in co-operation with the College of Education, University of Toronto, an extended series of programs will offer teachers experience in education outside the context of the classroom. Again, personnel from the Field Studies Council of England and local experts will guide the outdoor programs.

The Curriculum Section is making provision for a consultant service which will be available to any school authority seeking guidance in the organization of outdoor centres. With the establishment of county and district boards of education, it will be possible for many of such jurisdictions to offer facilities and programs for outdoor education. The Department of Education looks forward to working in co-operation with other government agencies, such as the Department of Lands and Forests and local conservation authorities.

A curriculum committee has been appointed to develop a course in space science and astronomy. As the Members know, Canada's first satellite, Alouette, was placed in orbit in 1962 and for many years rockets have been launched for scientific purposes. The proposed course may go beyond technology and science,

because it is being designed for senior students who may continue into post-secondary levels in the humanities and the arts or who may complete their education in secondary schools. Pilot courses will be tried in a few schools and methods developed to assist teachers. The move into an interdisciplinary course in space science has been made after much thought. A feasibility committee met six times with members of the educational and scientific communities to make preliminary studies for the new course. While such a course will not prepare students to become space scientists or technicians, it will encourage understanding of a subject which is already part of our contemporary experience.

In mathematics, many projects in curriculum revision, updating and innovation are under way and are expected to be completed during the 1968-69 school year. These include revision of the course of study for grades 11 and 12 which will offer a core program with many optional topics based on the core, as well as a number of independent options. It will provide a great deal of flexibility in interpretation at the local level. Revisions are also in process in the five-year program for grades 11 and 12 and also for grades 7 and 8. A new course entitled *Environmental Science*, which is intended as a basis for studies in agricultural science, horticulture, forestry and microbiology in the senior division, is being tested in over 90 schools this year.

In technical subjects, we are continuing to exploit the integrated-course approach begun in 1967 and, with curriculum committees at work on experimental projects now in progress in the schools, very rapid development is taking place. The integrated courses are a combination of two or more traditional technical subjects that have a common or complementary content. We believe we are meeting needs in the Ontario schools by developing technology-oriented courses on a broad front. These range all the way from industrial physics to graphic arts.

With a view to breaking down the barriers between subjects, a curriculum committee is being organized to prepare an outline of a course of study for senior division students on the history of science and technology. Emphasis will be placed on the impact of scientific developments on history.

The Social Sciences group, the third of the new subject groups, deals with such subjects as geography, history and economics. Two curriculum committees in economics were set up in 1967 and will be presenting new courses of study in 1968. The first is a revision of the grade 12 economics course, to be available to students in grades 11 or 12. The second is a new course in economics for grade 13.

A new committee in urban geography has also been established. The environment in which most of our students live is increasingly man-made. To provide our young people with a better understanding of the patterns and problems associated with urban life and of the need for a planned settlement growth conducive to social betterment, an urban studies course for secondary schools is under development. A pilot program is in operation under the administration of the Geography Department of Oakville Trafalgar High School. The intention is to increase the number of schools participating in the experiment next year so that revised courses of study may be published and distributed by the Curriculum Section for full implementation as an elective in all schools by September 1969.

Ontario's precedent-setting *Man in Society* course is to be revised in the light of the experience of the last few years.

I should like now to outline briefly some of the work being carried out in various subjects of the fourth group.

This past year, a grade 13 course entitled *The Canadian Family in Perspective* was completed and tested in seven pilot schools in the province. The central theme of this course is the rapidly changing family in contemporary Canada. For greater insight, the Canadian family is considered in both historical and cultural perspective. Correlating many fields of knowledge, *The Canadian Family in Perspective* exemplifies the interdisciplinary approach to curriculum planning.

Again in recognition of the increasing complexity of our society, preliminary planning has begun for a course in consumer education. This year several schools in the Niagara Region are presenting an experimental course in consumer education at the grade 12 level.

In the business and commerce field, the rapidly changing demands placed upon graduates seeking employment have called for a major revision of courses. Five committees active in this area are at present working on curriculum projects. A co-ordinating committee, composed of all the program consultants in business and commerce, four university Deans of Commerce and four prominent businessmen, has been attempting to provide some guiding principles for the education of students seeking a business career.

The computer has, of course, presented a great challenge to educators. During the school year under review, an experimental course in computer science was given in 32 schools. A computer science study committee which followed the work of these schools has now laid down guidelines for the development of curriculum materials. The next step will be to prepare a computer science course for grades 11, 12 and 13 of the five-year program of studies, to be used in all branches of the secondary school program. A course in computer technology, designed for students in the Science, Technology and Trades Branch, is in preparation.

In art, a course now nearing completion for grades 7 to 10 will be ready for school use in early 1969. Reflecting the approach to art that is now well established in the elementary schools of the province, the new course will build on the attitudes and skills that are an integral part of the elementary school program.

Before leaving the Curriculum Section, I should like to outline two more developments which, I believe, have great possibilities for the future. We have established within the Section a position for a visiting consultant who will bring to the schools of the province unique skills and insights developed in another jurisdiction. From September to December 1967, this position was filled by Miss Edith Biggs, one of Her Majesty's Inspectors from London, England. In a series of workshops around the province, Miss Biggs helped teachers to experience the "learning through inquiry" approach to mathematics and to become actively involved in the process. A team of senior tutors who collaborated with Miss Biggs is pursuing the work she began and we expect far-reaching results from her visit.

Early in 1968, Mr. Mark Slade, head of screen education projects for the National Film Board of Canada, came to Ontario to fill the visiting consultant position. In view of the importance of the film and of television in the lives of our young people, Mr. Slade was asked to examine the development of screen education in our schools. Screen education might be defined as the study of film and television as art forms and media of communication. While visiting

various educational institutions in the province, Mr. Slade has given demonstration lessons and conferred with teachers and education officials on the most effective use of the media. This year, some 47 schools took part in special work with film as part of a new course in English. In many parts of the province, teachers and students are producing their own films within the framework of the school program or as an extracurricular activity.

To ensure that expert advice is available to schools wishing to initiate and develop screen education programs, we have appointed an Assistant Superintendent in the Curriculum Section to work with schools and teachers.

The second of the two developments I mentioned, which is somewhat related to screen education, concerns the performing arts. For a number of years the Department of Education has been encouraging students of Ontario to take an interest in theatre arts. An experimental course for secondary schools was prepared, reviewed and evaluated during the spring by a team of program consultants who have visited each of the schools using the experimental outline. In addition, we have sponsored the Crest Theatre Hour Company which visits schools in all parts of the province to present dramatized versions of selected parts of the English curriculum.

As it now seems appropriate that we should move into the field of the performing arts on a larger scale, we have established a position for an Assistant Superintendent for the Performing Arts. The official concerned will work with the teachers of the province who are developing curriculum in drama for the elementary and secondary schools. He will also be responsible for preparing guidelines for the careful expansion of our work in the performing arts in general, with a view to determining the nature and scope of school courses in the dance and opera in particular.

I have felt justified in presenting a rather detailed progress report on curriculum development in Ontario because this is so crucial an element in any modern educational system.

GRADE 13

One of the main areas of development in educational policy these past few years has been that which concerns the assessment of students who complete the full five-year course of secondary school studies.

As the House knows, in 1968, for the first time, no grade 13 external examinations will be held in Ontario. The policy change which brings this arrangement into effect was the result of prolonged consultation with all interested groups.

Although the Department is continuing to publish grade 13 courses of study, one of the main purposes of the new arrangements is to allow the principal of each school, in consultation with his staff, much greater scope in adapting and interpreting course outlines to serve the needs of the students to their best advantage. To promote this end, the Department is co-operating closely with the teaching profession in a continuing program of curriculum reassessment and development for grade 13, as for all other levels.

Under this policy of delegation, all responsibility for assessing a student's progress through his school career is now vested in his principal and teachers, who are best placed to watch him work and develop. It is our conviction

that the discontinuance of grade 13 external examinations will strengthen and improve the Ontario educational system by encouraging the staff in each school to base its work and judgments on the needs of individual students.

Already, the Department's curriculum consultants have found evidence of greater initiative on the part of teachers in adapting and presenting courses. They are making use of methods which they sometimes felt were difficult when rigid courses had to be covered and the requirements of an external examination met. Greater use is being made of seminars, tutorials, debates, independent study, library research, and out-of-school experiences.

Students, in turn, are accepting more responsibility for their progress because evaluation is based on day-to-day work and on regular tests, rather than on one all-important examination.

The new conception of the thirteenth year throws out a dual challenge: to the teacher, to tackle his task with fresh ingenuity and flexibility; to the student, to develop more self-reliance in his work and shoulder more responsibility for its results.

I referred earlier to the evolution of the Department's new program consultant service, which, I should point out, is open to individual teachers at all levels as well as to schools and principals. This service has found a particular validity in the area of teaching for grade 13, with its new basis and needs.

In the course of the past preparatory year, grade 13 teachers have realized that they have at their disposal a new staff of resource persons. Here, as at other levels, a fresh attitude of co-operation is developing because it is no longer the function of program consultants to rate teachers.

Let me, therefore, take this opportunity to emphasize once again that each of the Department's ten regional offices will now have a staff of highly qualified program consultants who will be kept aware by the Department of the latest advances in curriculum development and thus will be fully equipped to deal with problems that arise in the schools in grade 13 and at other levels. This pattern is consistent with the role of the Department as a resource centre.

PROJECT SCHOOL-TO-SCHOOL

Project School-to-School, a program which twins schools in Ontario with schools in the Commonwealth Caribbean, is a natural outgrowth of the Department of Education's Operation School Supplies, which over the past two years has successfully sent furniture, books and other equipment to Caribbean schools.

Project School-to-School is designed to develop in Canadian students an awareness of daily life in other countries; to present to students elsewhere a picture of life in Canada; to make social studies a vivid experience; to illustrate the differences in cultures; to stimulate activity in arts and crafts; and possibly to encourage student exchange visits. These aims are now being accomplished through the interchange of correspondence and class projects.

Since February 1, 1968, over 140 schools and 800 classrooms in Ontario and the Caribbean have been twinned. Over 60,000 students in Ontario and 100,000 students in the Caribbean are in touch, and reports so far indicate that the program is meeting with enthusiasm and success.

Project School-to-School will continue throughout the 1968-69 school year.

EDUCATIONAL TELEVISION

Now I come to an aspect of our educational development which has had much attention both in this House and in the press. The educational community is aware that the electronic devices whose impact has influenced and changed our world are educational tools of a high order. For two years, studies and experimentation in television were carried out under the Curriculum Section of the Department and we are approaching the end of the first two years of actual operations in the Educational Television Branch. The shape of things to come now seems discernible.

Television is effective as an aid to learning, but it functions best when integrated with other procedures under the control of an educator. It is a powerful instrument in his hands, but not a substitute for him. To assist teachers in the field, the ETV Branch will now add to the group of five vans, each manned by an educator and a technician, which are at present operating out of the regional offices. The function of the personnel operating these vans will be to advise the schools on the best utilization of television programs and bring back information and judgments as to the types of program that are of most value.

Educational television is a new medium requiring the skills and experience of both educator and broadcaster. Accordingly, the members of our television staff have been selected from among people who have both these backgrounds. In time, perhaps, we may be able to combine the two sets of skills in one and the same person, the ideal educational broadcaster.

The ETV Branch is planning 226 programs in the current year and developing 450 programs for the year 1968-69. Its programs broadcast to date, which are being received and evaluated in 2,600 schools, have brought gratifying reactions.

You are aware, Mr. Chairman, that a presentation has been made to the Federal Parliamentary Committee on Broadcasting, Films and Assistance to the Arts. As was indicated to this House in the statement made on February 26, 1968, three needs on the part of Ontario were stressed:

(1) the need for an adequate number of transmitters;

(2) the need for full air time in order to serve a multiplicity of specific audiences; and

(3) the need for VHF channels where these are still available.

While we are uncertain what provision will be made in federal legislation to meet this objective, we are proceeding to plan on the expectation that these reasonable requests will be met.

May I say that, as regards the VHF channels it seems unrealistic to deny the people of Northern Ontario, where such channels are available, the best possible means of reception. In addition, the costs of transmission and reception of UHF signals are considerably higher than those of VHF. One cannot see any reason why the people of Ontario and of the whole country should be required to pay in taxes the extra costs of UHF transmission in areas where this is not necessary.

We have drafted a plan for coverage of virtually all of Ontario, using VHF and UHF channels. We have indicated the ultimate need for additional channels to meet the bilingual circumstances of Ontario as well as special educational requirements, such as adult education.

We recognize the constitutional problems and agree in principle with the proposals outlined in the Federal Government White Paper on Broadcasting published in July 1966. We realize that a solution which suits Ontario may not be suitable or possible for another province. We are aware of developments in technology that will assist locally in the use of program resources, when they are required, and we recognize regional needs for access to broadcast time.

All of us, I believe, can derive satisfaction from the fact that Ontario has taken the lead in educational television. It offers us the means of extending educational opportunity, and therefore equality of opportunity, to more people over a wider area of our province.

COLLEGES OF APPLIED ARTS AND TECHNOLOGY

In the wide-ranging transformation that has come over the Ontario education scene these past few years, some of the most promising developments have occurred in the new colleges of applied arts and technology.

One year ago, Ontario's colleges of applied arts and technology were just beginning to become a reality. The first two — Centennial College in Scarborough and Lambton College in Sarnia — were conducting classes for both full-time and part-time students. Boards of governors had been appointed for 18 of the 19 college areas.

Today, all the colleges are operating on a full-time basis. The most recent to open its doors is the Conestoga College of Applied Arts and Technology which is housed in temporary quarters on a campus on the MacDonald-Cartier Freeway, between Kitchener and Galt. Conestoga College commenced classes in January 1968 with some 185 full-time students.

During the past year, the provincial technical institutes have been absorbed into the colleges of applied arts and technology in the respective college areas. Some 20 years ago, after World War II, the centrally administered technical institute first introduced post-secondary education to our system of public education. Technical institutes of this kind pioneered the development of two-year and three-year, occupation-oriented, post-secondary education in Ontario. Having very adequately served its purpose, the provincial technical institute is now giving way to the more comprehensive and flexible form of post-secondary education offered by colleges of applied arts and technology, administered by local boards of governors which are in close contact with the needs of the communities served by the colleges.

I am sure that every board of governors has dreamed of a fully equipped college campus with modern educational facilities. However, provision of such facilities takes a good deal of time and planning. While we have not found a means for producing an instant campus, through the ingenuity of the various boards of governors, we have been able to introduce what amounts to an instant college. Although proper facilities make the job easier, the effective ingredients of a real college are an eager student body, a dedicated faculty, and a capable administration. Some colleges had a former provincial technical institute as a starting base. Others adapted old school buildings to college programs. Some renovated factories and warehouses; and some commenced classes in a group of

portable classrooms. One college — Georgian College in Barrie — is quite comfortably housed in a supermarket in the Barrie Shopping Plaza.

But the significant fact is that colleges of applied arts and technology — all 19 of them, some operating from more than one location — did open their doors and make it possible for 14,500 full-time students and an additional 13,000 part-time students to continue their education in directions of their choice during the present college year. All colleges are seriously studying ways and means of accommodating an anticipated 100 per cent increase in enrolment in the fall of 1968.

Ontario's colleges of applied arts and technology were introduced to fill a specific role in the educational spectrum. Colleges of applied arts and technology offer young adult secondary school graduates and employed adults an opportunity to pursue their educational goals along a considerable variety of paths. While the majority of the college programs are occupation-oriented, they are carefully balanced to ensure that the general education of the students keeps pace with their technical and business skills. In fact, in the two-year and three-year programs, more than one third of class time is devoted to non-technical academic subjects, such as English, a social science, one of the humanities, mathematics, and/or one of the life and natural sciences.

The immediate acceptance of the new colleges of applied arts and technology has amply confirmed, I think, our Ontario point of view that everyone should have access to continuing education in a form best suited to his own particular aptitudes and needs.

ELLIOT LAKE CENTRE FOR CONTINUING EDUCATION

The principle just mentioned is well served by the Elliot Lake Centre for Continuing Education which is building upon the proven success of its programs. During 1967, a total of 6,326 people attended classes at the centre. A full range of classrooms, and lecture and seminar rooms is now available, with residential accommodation for 500 students. A 300-seat auditorium was completed in December 1967.

Courses at the centre, covering a wide variety of topics, are designed to meet the needs of the people in the area; yet it has been noted increasingly that groups from all parts of Canada are using the developing facilities for adult education. The centre conducts an extensive Manpower Training Program in co-operation with the Provincial and Federal Governments.

At present, the Indian Family Relocation Project, carried on in conjunction with the Federal Department of Indian Affairs, is attracting wide attention. Men from the families involved attend a basic training for skill development program at the centre while the wives take part in a special program of orientation and familiarization especially prepared by the staff. Their children attend the regular school classes in the town of Elliot Lake.

In addition to the programs mentioned above, courses are conducted in three major divisions: arts and crafts, languages, and seminars and conferences.

BUSINESS AND INDUSTRY PROGRAMS

During the past five years, the Department of Education has co-sponsored with business and industry many courses and seminars for management, supervisors, and employees in the Ontario work force. The objective of

the Training in Business and Industry program is to assist commercial firms to organize educational and training courses that will improve individual productivity among their staffs.

Each year since the inception of this program, there has been a growing interest on the part of both employers and employees. Each year the number of people taking part in these courses has more than doubled. During 1967, some 32,400 persons registered for 1,639 courses which were conducted in 163 communities throughout the province.

Within the framework of the program, field supervisors from the Applied Arts and Technology Branch are available to assist industries, chambers of commerce, and other interested organizations in launching, updating and upgrading programs, and in obtaining course leaders and course materials.

BILINGUAL SCHOOL PROGRAM

Mr. Chairman, national unity is the principal concern of all Canadians at the present time and I am very happy to be associated with an administration which has steadfastly pursued national unity as a prime goal of its policy. In the particular circumstances of our country today, education and language play essential roles in the development of bilingualism and biculturalism. Events in Ontario have moved quickly in this sphere over the past few months.

The Prime Minister's address to the *Association canadienne des éducateurs de langue française* in Ottawa on August 24, 1967, launched the process. The Department of Education proceeded with the establishment of a committee whose terms of reference were to advise the Government as to the procedures required to provide adequate opportunities in the public education system for those who are primarily French-speaking.

Formation of a Committee on French Language Public Secondary Schools was announced on November 24, 1967. Working under the Chairmanship of Roland R. Bériault of the Policy and Development Council in the Department of Education, the Committee presented its preliminary report by March 15, 1968, as had been requested. The report recommends the principle of extending the bilingual courses already in effect in secondary schools to include a complete program for French-speaking students, where the numbers of students in a particular area make this feasible.

Meanwhile, in the general context of courses for French-speaking students, special efforts have been made to study innovations in teaching, encourage experimentation, and establish patterns of consultation between local school authorities, professional organizations, and the Department.

French versions of new courses of study are being published, as they apply to all levels of the bilingual school program. To date, five have been issued and eight are in preparation for release before the end of the school year.

Particular attention has been given to promoting teachers' interest and initiative in professional development. Series of workshops in elementary science and in *français* were conducted throughout the province. In addition, board-sponsored winter courses in various subjects in the French language were offered to about 550 teachers in Hanmer, Hawkesbury, North Bay, Ottawa and Sudbury.

We hope that the new legislation and the intense activity in the field of bilingual studies will go a long way towards establishing complete equality of opportunity in education for Franco-Ontarians.

EDUCATIONAL AND CULTURAL EXCHANGE PROGRAM

The Exchange Program of the Province of Ontario has developed considerably in recent years as a source of promotion and information concerning exchange, both educational and cultural. More and more schools have asked for help in establishing interprovincial contacts. Through *Visites Interprovinciales*, some 36 schools in Ontario and Quebec were twinned and mutual visits began. This program is continuing.

A program of summer school scholarships was announced in March 1968. These scholarships will help 30 Ontario students to attend French summer schools in Quebec and in St. Pierre and Miquelon. Also announced were 20 scholarships for Quebec students wishing to study in English summer schools in this province during the coming summer. This offer has been generously reciprocated by the Quebec Government which will itself provide 20 summer scholarships for Ontario students. We are, of course, delighted at this new development in educational and cultural exchange.

Two international film festivals were sponsored, one in Sudbury in February and one in London in March. In the course of these week-long festivals, films were shown from Quebec, Italy, France, the U.S.S.R., Czechoslovakia and Poland.

The Department, through the Co-ordinator of Cultural Exchange Programs and with the co-operation of the Federal Government, began a pilot project for recruiting teachers in France for Ontario boards desirous of employing such teachers. For 1968-69, 12 such teachers have been engaged for five city boards to teach in schools at various levels.

Studies have been made to find ways of increasing summer travel for educational purposes by Ontario students and grants have been made to several organizations, such as the *Association France-Canada de Toronto*, the Canadian-German Academic Exchange Association, Experiments in International Living, etc., to make possible an expansion of their programs.

Assistance has also been provided for a number of Franco-Ontarian cultural groups as part of the government's program to help strengthen French-Canadian culture in Ontario.

An increase is foreseen in the number of theatrical companies, touring artists and so on that will be available for performances in Ontario centres.

NORTHERN RESOURCE CENTRE

Mr. Chairman, in my statement to the House a year ago, I referred to a Resource Centre which we planned to open in Northern Ontario with headquarters in our Sudbury Regional Office. I am happy to state that this Resource Centre is now in full operation, with consultants in audio-visual education, child development, guidance, library matters, and remedial education, as well as a senior psychologist. In addition to the usual library reference materials, films, recordings, tapes, projectors and other teaching aids are available for circulation. There is also a remedial reading van which travels to various parts of Northern Ontario.

SPECIAL ASSISTANCE FOR ISOLATED ELEMENTARY SCHOOLS IN TERRITORIAL DISTRICTS

On April 1, 1966, the Department of Education embarked on three plans designed to provide special assistance for boards operating isolated elementary schools. In many of these areas, a significant part of the population is of Indian origin. Special assistance has been offered to boards of one-room and two-room schools to encourage them either to amalgamate their sections or zones with larger neighbouring ones or to become non-operating as far as their own school is concerned. Increased grants for tuition fees and transportation assist in providing education for the pupils in adjacent schools. By December 31 last, 28 boards had closed their schools and had made agreements to educate their pupils in larger schools of neighbouring boards.

One of the most encouraging developments has been the heartening response to our small volunteer Northern Corps of teachers which was established at the same time to provide qualified teachers for boards that are too isolated for amalgamation or transportation. We were pleasantly surprised by the number of teachers with excellent qualifications and experience who came forward to volunteer for two years of service and leadership in a remote community. At present, there are 16 Northern Corps teachers in the employ of 14 school boards in outlying areas of Northern Ontario. Next year, the number will be expanded to 25.

At Allanwater on the Canadian National Railway west of Armstrong, the children are all of Indian extraction. This year, with the help of the special assistance program, they have access not only to a newly built school but also to an experienced teacher.

I should like to pass on to you a first-hand account of changing conditions even in those remote areas. It comes in this extract from a letter from one of the new recruits to the Northern Corps of teachers:

> "My classroom is about two thirds as big as a city room, but ample for my fourteen pupils. I have one blackboard, which is really green, across the front of the room and several book shelves along the sides. The desks the children sit at look much like the wooden desks I used in school except for minor alterations. These changes, though hardly noticeable, indicate that the desks were constructed in the workshop when the lumber company was here and the "new" school built. I believe that was 1954.
>
> "If it had not been for some staple supplies arriving at the same time I did, my classroom would have been quite barren. But since they did, I am basically well-equipped. I have been treated to excellent service in the orders I have submitted and am impressed in this respect.
>
> "As for my own room, conditions there continue to improve weekly. With the arrival of a refrigerator, I will be quite comfortable. At first I had only a tumble down bed, almost two chairs and a bachelor size table. Since then I have been able to give the whole bed to the mice who had claimed part of it, and I am eating from a dinette set which would put many of those at home to shame. The bed was replaced by a sofa bed which is exceptionally comfortable and shows some forethought on the part of the Department too - once that bed is folded up, there is no going back for

even a few more minutes. Recently a dresser arrived and so as soon as I get time, I will finish the unpacking I started a month and a half ago. I hate that job anyway, but this is ridiculous.

"The old furnace, smelly, rusty fire-hazard of a thing that it was, has been replaced by a brand new, quiet, forced-air type. Oh, the comfort! That cat in the "heat it electrically" ad has nothing on me now!

"Along with the furnace came electricity. It was essential to run the furnace and what's more, important to run the school. A generator unit was installed about the third week end of September and since then the changes have been too numerous to mention. No more teacher-reading-by-the windows because it's too dark to do anything else, no more squinting to see the blackboard. For myself it means a great deal of luxury, reading at night in sufficient light, dishes done in enough light to tell whether they are clean or not, and a decent shave now and then.

"I do not have running water here, although lately, as the temperature has been getting colder and colder in the mornings, the water has been moving pretty quickly. I estimated the distance to the well at about 200 yards there and 400 yards back. It always seemed pretty accurate but now with the cold weather, the return distance is decreasing rapidly!"

It will be evident to the House that so long as the children of the North are in the hands of such volunteer teachers, their future looks good.

MOOSONEE EDUCATION CENTRE

I should like to mention here that during 1967 construction work was started on the two million dollar Moosonee Education Centre. Part of the cost — in the amount of some $740,000 — is being borne by the Federal Government through the Indian Affairs Branch of the Department of Indian Affairs and Northern Development.

The Director of the centre and his eight assistants are teaching 100 adults courses in heavy equipment and maintenance, upgrading classes in English, mathematics and social sciences, together with others in sewing and crafts. The entire community has the use of the centre's library services. Nursery school classes cater for 30 pre-school children who come in by bus. Of the total enrolment at the centre, 75 per cent is made up of Indians. By September 1968, an expanded teaching staff of around 20 will offer service to both public and separate school students at Moosonee.

EDUCATION FOR THE BLIND AND THE DEAF

I have very great pleasure in addressing myself next to the topic of a group of young people for whom I have a very special affection. It was soon after Confederation that Ontario made its first provision for the education and training of blind and deaf children who, it seems, have always commanded the particular solicitude of our people. A residential school for the deaf, at Belleville, and one for the blind, at Brantford, have been in use for 98 and 96 years respectively. Their repute, as they approach a century of existence, stands high among schools of their kind.

In May of last year, I was present, along with my colleague the Honourable Minister of the Department of Public Works, at the official opening of the second Ontario School for the Deaf at Milton, where we have one of the most modern residential schools on this continent for hearing-handicapped children.

We now have residential accommodation at the two Ontario Schools for the Deaf for a total of 965 students and in September 1968 an enrolment of 915 is expected.

In September, too, for the first time, provision will be made for young people to attend these schools as day students. All students located within a reasonable commuting distance will live at home with their families and will be transported to school daily. This is in keeping with our belief that, wherever feasible, all children should remain with their families and attend school on a daily basis. Where this is not practicable, residential students are encouraged to go home for weekends as often as possible.

Seven urban centres in the province are now providing some services in day classes for children with hearing handicaps. These special services are operated by the Boards of Education for the Cities of Hamilton, London, Peterborough, Toronto and Windsor, the Ottawa Public School Board and the Kitchener Public School Board.

With the establishment of larger units of administration in the province, we intend to encourage additional local provision for hearing-handicapped children in areas where there is a sufficient number of children to warrant local services.

In line with our efforts to achieve a high quality of instruction, a full-time, one-year, post-graduate teachers' course was begun in 1967 in the newly established Teacher Education Centre on the campus of the Ontario School for the Deaf, Belleville. In the school year 1967-68, 24 teachers enrolled in this course leading to the Specialist Certificate as Teacher of the Deaf. This teacher-training program will provide teachers for our residential schools. It is available to local school boards who wish to have teachers trained for their present day-class program or for those boards establishing new day-class facilities for hearing-handicapped children.

The present enrolment of 257 at the Ontario School for the Blind, Brantford, includes 202 from Ontario, 7 from Alberta, 20 from Saskatchewan, 18 from Manitoba, 7 from Quebec, 1 Eskimo from the Northwest Territories, and 2 students from Bermuda.

I am pleased to be able to tell you that planning is in progress for a new senior school and administration building on the campus of the Ontario School for the Blind, Brantford. There is a growing need for this facility to enable all students to take advantage of the widening educational opportunities that are now enjoyed by those attending regular schools.

In keeping with our philosophy that every child has a right to receive an education suited to his needs and abilities, our residential schools are enrolling more and more children with multiple handicaps. This has required the establishment of special programs and the employment of teachers with special skills to serve the needs of such children. I am sure the Honourable Members will wholeheartedly support this policy, but it should be pointed out that highly specialized education and training of this nature are very costly.

As always, the School for the Blind and the Schools for the Deaf co-operate closely with officials of the Canadian National Institute for the Blind and the Canadian Hearing Society. These two organizations provide unfailing help and support for which we are deeply grateful.

SPECIAL EDUCATION

As was indicated earlier in these remarks, a good deal of attention is being given to the subject of special education.

Studies by an officer of the Department of the specialized training and research facilities in the United States are providing an organized picture of resources on which Ontario can draw. Concurrently, these studies are feeding valuable new knowledge into our own schools and institutions in a constant updating process.

Simultaneously, for some months past, one of the Department's curriculum specialists has been engaged in mapping a variety of special programs for culturally disadvantaged children that are at present offered in some of the province's major cities.

While these researches into new methods and improved practices are pursued, the established services continue their invaluable work.

RETARDED CHILDREN

The objectives for education and training of retarded children are to equip the child to live in the environment in which he will find himself and to give him the opportunity to develop his potential to the fullest extent.

In schools for retarded children, the program aims to give the trainable retarded child a fair chance to achieve the utmost of his capacity in physical, mental, emotional and social growth. An all-round development of the child results in a happy, well-adjusted adult. For educable retarded children, rehabilitation to the community is the goal; for others it will be preparation for sheltered workshop programs within institutions or in the communities. For all, the objective is maximum development towards a socially more satisfying life. In line with this objective, such children are being brought within the framework of the total education program.

The number of schools has more than doubled, from 42 in 1956 to 104 in 1967. The enrolment has more than quadrupled, from 1,100 in 1956 to 4,206 in 1967. In the framework of this dramatic increase, consultative services are provided for teachers, principals and local inspectors for purposes of guidance in school organization, program planning and assistance for individual children.

A training program for teachers of trainable retarded children was offered by the Department of Education in 1967. Eighty-eight teachers registered for Part I, *An Introduction to Teaching Trainable Retarded Children,* and 37 teachers registered for Part II, *Curriculum Planning for the Trainable Retarded,* making a total summer course attendance of 125 teachers. For the first time, the two courses were held at the Ontario Hospital School in Orillia, which proved to be a very satisfactory arrangement. These courses are again being held at Orillia during the summer of 1968 under the auspices of the Departments of Health and Education, with professional personnel from both Departments as instructors.

As of April 1, 1966, the Department of Education assumed the responsibility for the educational programs in seven Department of Health facilities for the mentally retarded. Educational programs for exceptional children within the Hospital Schools have grown steadily, with curricula especially designed to meet their needs. In providing educational assessment and remedial programming, the aim is to develop educational programs that will parallel as closely as possible those that are available for children in the community.

If the school program is to be effective, classes must be small; the maximum for educable is 15 pupils and for trainable, ten. Classrooms for children with multiple handicaps are provided for the emotionally disturbed, hard-of-hearing, visually impaired, autistic, and physically handicapped. In these, the enrolment may be 5 or 6 pupils.

Twenty-four teachers, one principal and four supervisors were engaged for September 1967, raising the total Ontario Hospital Schools' staff to 130. As of September 1967, a total of 1,212 children was enrolled in all classes, of whom 680 were educable, 365 trainable, and 167 in special classes for the multiply handicapped. The total enrolment of 1,212 represents an increase of 158 over September 1966. It is anticipated that, with the employment of an additional 31 teachers for September 1968, the enrolment will increase by approximately 300.

In November 1967, in Toronto, a two-day conference was held where teachers met for in-service training in special-class teaching methods in reading, audio-visual presentation, and speech training. Adaptations of contemporary methods in education in team teaching and video-taped instruction were discussed for possible future implementation in the educational programs for the Ontario Hospital Schools. Workshops in curriculum areas were conducted, emphasizing functionally oriented objectives to enrich the students' potential for living.

SPECIAL CLASSES

While many children who need special education services are dealt with in their regular classes, it is possible to establish special classes for specific groups when sufficient numbers and facilities are available. Such classes, with grant assistance from the Department, are increasing in number throughout the province. They cater for slow learners, for the hard-of-hearing, for pupils with limited vision, for children with orthopaedic problems, for the emotionally disturbed or neurologically impaired, for youngsters in Health and Hospital classes, and for the gifted.

Occupational and service courses in secondary schools are well established in most areas. With the advent of even larger units of organization, further expansion of the availability of this type of education may be expected.

EMOTIONALLY DISTURBED CHILDREN

Of the eight diagnostic and assessment centres to be established by the Department of Health for pupils with emotional disturbances, six are now functioning with educational consultants provided by the Department of Education. To supervise and co-ordinate the work of these consultants, a Provincial Supervisor has been appointed to the Supervision Section with an office in Toronto. At the same time, regional consultants work with area superintendents to assist principals, teachers, and family doctors to refer pupils in need of diagnosis and/or treatment to the diagnostic and assessment centres.

SPECIAL ASSISTANCE FOR NEW CANADIAN CHILDREN

Through grants for Special Services, the Department provides assistance to school boards which conduct day classes for New Canadian children who, for linguistic reasons, cannot take advantage of regular courses. Such children are found particularly in large urban municipalities, and every effort is being made to develop them to the point where they can be integrated in regular school programs on the basis of equal opportunity.

LIBRARIES

More than a year has now passed since the Public Libraries Act came into effect on January 1, 1967. The 14 regional library systems which cover the province are in operation. Librarians around the province have responded very positively to the improved arrangements.

A telex network is gradually taking shape among the libraries which, as time goes on, will greatly facilitate reference work and the rapid dissemination of information for the benefit of students and the general public. One good illustration of this is to be found in the Southwestern Regional Library Service. Here, in Kent County, for example, a free toll system enables a user in a small town or rural area to telephone his requirements to the City of Chatham Public Library, which is located in a new Centennial building. The Chatham Public Library is linked by telex with libraries in other cities and with the National Library in Ottawa. Already these facilities are popular and heavily in use.

Our next aim must be to build towards a better measure of equality among the regional systems. For obvious reasons of geography and because of different rates of development in the past, it is characteristic of some of these regional systems that city facilities are ahead of those in rural areas.

I referred earlier to the new Centennial library building in Chatham. This is only one of some 45 new building projects or expansions of existing structures, linked to the Centennial Year, which have been completed since the fall of 1966, that is, in rather less than two years. They were constructed with government assistance.

Libraries in the northern districts of the province are deriving their share of benefits from the improved conditions. As a result of substantial increases in grants for the regional library systems, a considerably higher level of outlay per capita has been made possible. In the Cochrane/Timiskaming area, for example, provincial grants now cover more than half the area's expenditure on public libraries.

Within the regions, co-operation among the various types of library is growing. The Lakehead is a case in point. Fort William and Port Arthur libraries of all categories - public, school and college - send representatives roughly once a month to a meeting which discusses matters of common concern. Through another innovation in this area, new books are now displayed in the regional headquarters where they can be viewed for prospective purchase by representatives of all libraries. Along the same lines, a central cataloguing service for that region is planned to come into operation this year.

It is expected that around 50 million books, films and other materials will be circulated by the public libraries this year. This constitutes a marked increase over the comparable figure for 1966, the latest available count, which stood at 44,634,000. The present 50 million figure shows a tremendous

expansion in borrowers' interests over the 1962 figure, for example, which recorded a circulation of some 38.5 million.

Clearly, the facts I have given are encouraging indicators, on which development of the provincial public libraries can move forward.

CORRESPONDENCE COURSES

To meet the needs of Ontario residents who wish to raise their educational standing and have no opportunity to attend school, the Department of Education provides a program of free correspondence courses for grades 1 to 13. These courses are being studied by a steadily increasing number of adults and children of elementary school age who are unable to attend school. Total enrolment during 1966-67 was 35,132, an increase of 3,132 over the previous year. By far the largest part of the total enrolment in any year is made up of adults who require more advanced standing than they held on leaving school and whose employment or home situation prevents their using other methods of continuing their secondary school studies. Improved facilities acquired this year will enable the Correspondence Courses Section to handle an anticipated rise of over ten per cent in enrolment.

With the 30 new secondary school courses added in September 1967, the Section now offers sufficient subjects to enable students to complete the requirements for Departmental Statements of Standing and Diplomas in any branch of the Secondary School Five-year Program or Four-year program.

Of the students of grade 13 correspondence courses who wrote departmental examinations in June 1967, 86 per cent were successful.

The regular elementary and secondary school courses are all provided free of charge. Textbooks and equipment are loaned to students in grades 1 to 12, and paper and postage are supplied free in all grades. Theoretical courses for tradesmen in automotive mechanics, carpentry, machine shop practice and radio are offered to students outside, as well as inside, Ontario for a fee of $10 per course.

YOUTH AND RECREATION BRANCH

This Government recognizes that automation, specialization, shorter work weeks, labour-saving devices, job obsolescence, longer life spans and a host of other factors are enabling us to have more free time than ever before in the history of mankind. How this time is used is a matter that concerns us all and it is essential that adequate opportunities for the enjoyable and satisfying use of leisure be available to those who wish to take advantage of them.

In order to provide maximum assistance and support in developing facilities, the Community Programs Section and the Youth Branch of my Department have been amalgamated. Community Programs Section has, for 20 years, provided advice, resources, leadership training, and legislative grants for municipal recreation programs. The Youth Branch, since its inception four years ago, has been heavily committed to research relating to youth and its findings will be useful in the development of the new Branch.

Under the title of the Youth and Recreation Branch, the new Branch will have the responsibility for ensuring that adequate opportunities are available to all citizens of this province for the creative use of their leisure time. In achieving its objectives, the Branch will work with municipal councils and their committees, school boards, private agencies, and interested groups in every

community. The sphere in which most modern people must find meaning and purpose is that of the family, the neighbourhood, and the community. Programs of community activities are thus essential elements of life if people are to keep their sense of purpose and achieve happiness in a complex society.

The new Branch will be staffed by district consultants located in regional offices throughout the province and by program specialists located in Toronto, who will visit communities to develop their specialities.

The Youth and Recreation Branch will be responsible for legislative grants for programs of recreation and for non-profit camps as well as for programs conducted under the Federal-Provincial Agreement on Fitness and Amateur Sport. Training courses for personnel who give leadership in recreation, youth and adult education programs will be a major commitment of the Branch. It will be responsible for the resources which are available to leisure and youth agencies from the Department. The Branch will administer the Ontario Athletic Leadership Centre on Lake Couchiching and the Ontario Camp Leadership Centre at Bark Lake.

In addition to these functions, the Youth and Recreation Branch will initiate new services for the citizens of this province. The Branch will immediately develop a service for collecting and distributing information on all matters relating to youth and recreation. This function will be designed to acquaint the public with services and programs available in the province and to provide a resource centre for new programs.

The identification of gaps in recreation and youth services that are not being filled by existing government departments or by private agencies will be another major responsibility of the Youth and Recreation Branch. Practical solutions to fill these gaps and to meet these needs will be formulated.

Through the district consultants, encouragement will be given for the formation of Youth Councils on local and regional levels which may eventually develop into a Provincial Youth Council. The Youth Councils will aim to identify the concerns of youth and make recommendations for action. An advisory committee of Ontario youth under 25 years of age will be formed to assist the Branch in developing youth services.

In co-operation with government and with non-governmental authorities, the new Branch will develop a comprehensive plan for fitness and amateur sport programs in Ontario. Provision has been made for Ontario to recover 100 per cent of its allotment under the Federal-Provincial Agreement on Fitness and Amateur Sport.

Training at both the university and college level will commence this fall for students who wish to make a career in recreation. Leadership training for volunteer and part-time activity leaders will be expanded in a program designed to provide such leaders with advanced competence in their fields.

The Youth and Recreation Branch will stimulate and develop interest in social, physical and cultural activities for all ages through displays, demonstrations and exhibitions and will initiate a program of public education dealing with the importance and values of the wise use of leisure.

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

The Ontario Institute for Studies in Education completes its third year of operation on July 1 of this year. Its staff now totals about 500 and its programs in research, development, and graduate instruction have been greatly expanded. A recent survey by the Canadian Education Association suggests that one sixth of all current education research projects in Canada are being conducted by faculty members of the OISE. OISE now has nine academic departments representing broad areas of study within the total field of education.

A staff of high quality has been recruited from many countries, and specialized programs of graduate study are offered in each department. Graduate courses in education are available both during the regular academic year and in summer sessions. In 1967-68, enrolment included 243 full-time graduate students, 99 of them doctoral candidates; in addition, there were 744 part-time graduate students. Enrolment in the 1967 summer session totalled 844. One of the most gratifying developments in graduate studies has been the remarkable increase in applications for the Ph.D. degree. I consider this significant, since one of the surest avenues by which OISE may influence the course of education in Ontario and elsewhere is through its doctoral graduates who will take up positions of leadership.

An idea of the scope of the institute's research program can be found in a report presented to the Board of Governors of OISE in March 1968. It outlines 81 completed research projects and 114 others in progress. Some of these projects are classified as basic research, such as studies of the nature of learning; others are carried out in co-operation with school boards of other educational agencies in order to solve particular problems.

The development work at OISE is of great importance for education in Ontario. Development is generally defined as creating and evaluating products which school systems can accept with confidence. Examples are new course content, kits of teaching materials, fresh approaches to a subject, and new techniques in teaching and school administration. Some of the more important development programs in progress this year include studies of individualization in the learning process, the teaching of English, and various aspects of mathematics from kindergarten to grade 13. Plans are under way for a modern language study centre.

Some projects deserve special mention. One is the Educational Clinic, which provides the facilities for research and instruction in Special Education and in so doing offers remedial treatment to many children who cannot, without help, live normal, productive lives. The clinic's students can go on, in other parts of Ontario, to use their knowledge and skills to provide more adequately for the needs of exceptional children.

Another important project is the Afternoon School, a special school aimed at developing a program to give children from lower-income homes a better preparation for grade 1. The object is to develop their ability to form ideas and use language, so that when these children enter grade 1 they will be on a better educational footing. These studies, I hope, can lead to real benefits to children in the less prosperous sections of our cities and in isolated areas.

Studies into the uses of modern technology in education are also being conducted. The staff at OISE is aware of the need to educate our young people in the use of computers and to help relieve teachers of the drudgery of

routine tasks. Through research in measurement and evaluation, and in psychology, OISE will continue to provide services to guidance and counselling officers and school administrators. Efforts in adult education have been expanded, in connection with the development of the colleges of applied arts and technology.

OISE has sponsored numerous conferences and members of its staff have attended many in other jurisdictions. Visitors from more than 20 countries have come to inspect the institute's facilities and confer with its staff. Their exchange of ideas should contribute not only to improvement of the work at OISE but ultimately to the betterment of education in Ontario. In addition, many seminars and workshops have been held for Ontario teachers, school administrators, and school trustees, thus providing them with opportunities to acquaint themselves with new ideas and techniques in their fields. The value of this process of continuous learning cannot be overestimated. Through its wide variety of courses and programs, OISE is attempting to help keep our educational system vital and dynamic.

ONTARIO COUNCIL FOR THE ARTS

During the fiscal year 1967-68, which covered most of the Centennial period, the Ontario Council for the Arts pursued a varied program for stimulating the arts with an appropriation of $1,000,000.

A large proportion of this amount, approximately $818,000, was used in support of some 80 artistic organizations across the province, for operating expenses or to encourage such special projects as new Canadian or Centennial works.

A touring Centennial Art Exhibition, presenting major works by about 100 Ontario and Quebec artists has been seen by many thousands of people in both provinces and is still circulating in Ontario. It was jointly financed by the Centennial Planning Branch, the Department of Education and the Ontario Council for the Arts. Administration was shared by the Ontario Council for the Arts and the Art Institute of Ontario.

In conjunction with the Art Gallery of Ontario, the Council organized a conference on the visual arts which brought together experts from the entire province.

As part of its activity in promoting and developing Ontario's musical resources, the Council has launched Resident Musicians Programs which are financed in association with universities, school boards, symphony orchestras and so on. These programs enable professional musicians to live, perform and teach in various communities.

The Ontario Theatre Study, financed by the Canada Council and the Ontario Council for the Arts, is due for publication this year. When complete, it will offer a wide-ranging program for theatrical development.

Co-ordinated Arts Services is another venture of the Arts Council in association with the Canada Council. It provides essential administrative and other assistance for large professional organizations, such as the Toronto Symphony, the National Ballet Guild, the Canadian Opera Company, the Stratford Shakespearean Festival and Theatre Toronto.

Bursary awards amounting to $25,000 have been made by the Council to needy Ontario students at the National Theatre School and the National Ballet

School. Through a matching arrangement with the York Concert Society, the Dr. Heinz Unger Scholarship for students of conducting has been established. A sum of around $20,000 has been made available, with a firm organizational structure for the future.

The Franco-Ontarian Study sets out to promote artistic activities for French-English communities in Ontario. Financed by the Educational and Cultural Exchange Section of the Department of Education, it operates with the practical co-operation of the Arts Council.

A study of literary problems and prospects in Ontario, now being carried out on behalf of the Council, is approaching completion. Recommendations will be made for bringing fresh stimulus to literary activity in the province.

In the coming year, 1968-69, the existing program of grants, expanded to benefit some 100 artistic organizations, will be at the level of approximately $900,000. High standards of qualification will continue to be applied.

Under the close supervision of the Arts Council and the Canada Council, the Co-ordinated Arts Services, already mentioned, will remain available to provide administrative and other help for large-budget performing groups.

COUNCIL OF MINISTERS OF EDUCATION

I should like to draw to your attention an area in which considerable success has been achieved in terms of co-operation among the provinces of Canada. For many years there has been recognition that education has a special status which requires close liaison among Departments of Education and there has been a long and fruitful history of informal co-operation.

With the increasing importance of technical and vocational programs which affect the economic well-being of all parts of Canada, the need for co-operative decisions became more evident and, in 1960, the Standing Committee of Ministers was formed. The success of this committee led eventually to the establishment of the Council of Ministers of Education, Canada.

This historic decision of September 26, 1967 was agreed to unanimously by the Ministers of Education with the full support of their respective governments. I had the very great honour of being elected as the first Chairman of the Council. The objective of the Council is to encourage interprovincial co-operation in education and to promote the development of education as a national priority.

The improved communications resulting from our discussions have already paid substantial dividends. Because the provinces were able to consult effectively together to formulate sound and solidly documented proposals, the recent changes in federal manpower and retraining programs were made considerably more workable than they otherwise would have been, to the advantage of the entire country. The training programs in question still have shortcomings and many, if not all, provinces would wish for improvements, but the point which should be stressed is that co-operative action among the provinces, sharing their practical experience in operating programs with the Federal Government, has produced positive and measurable benefits.

The main activities of the Council will be carried out by interprovincial working committees composed of experienced personnel from the ten Departments of Education. Three such committees are presently at work in the

fields of manpower, post-secondary education, and educational media, the latter including radio, television and films.

The Manpower Committee is being chaired by Mr. E. B. Angood, Assistant Deputy Minister of Education for Manitoba, while the Post-secondary Education Committee is chaired by Mr. Yves Martin, Assistant Deputy Minister of Education for Quebec. An Ontario official, Mr. Charles Williams, is chairing the Committee on Educational Media.

This use of senior departmental staff is advantageous in a variety of ways. It ensures a more efficient use of the scarce supply of specialized staff than would be the case if a centralized office was set up, which would require duplication of facilities already existing at the provincial level. It also ensures that the ongoing work of the Council is closely co-ordinated with the various provincial programs. Finally, it provides an opportunity for all provinces to have access to, and draw on the technical skills of, various specialists whose contribution might otherwise be limited to the province in which they happened to be engaged.

Perhaps as important for the future as any specific program is the climate of mutual confidence which has developed among the staff from all provinces who have worked on the affairs of the Council of Ministers of Education. This close working relationship ensures the continuity of programs in spite of changes of ministers and makes quick and concerted action possible when required by events.

It is perhaps equally important to consider those things that the proposed Council will not do. It will not provide an intermediate or third level of government with the attendant bureaucracy that this implies. It will not centralize decision-making nor detract in any way from provincial autonomy and rights in education. To do so would be a retrograde step for Canada, for the true strength of a democratic society like ours lies in its strong traditions of freedom of choice and decentralization of decision-making to agencies close to, and responsible to, the people affected.

I would emphasize that there is no conflict between the concepts of decentralization and local autonomy, and the establishment of the Council. The Council, by sharing experiences and by providing specialized facilities for studies and analyses, can assist the member provinces in carrying out their own responsibilities in the most effective manner.

CONCLUSION

Mr. Chairman, the House will shortly commence its annual debate on the estimates for the coming year of the Department of Education. Manifestly, the range and diversity of the subject matter it will be discussing reflect the complexity of our contemporary world and the magnitude of the issues of our own time. When, at the beginning of these remarks, I sketched what I see as an emerging new role for the Department, I was acting in accordance with a reflex developed over nearly six years in this office: I was attempting to read developments, and see ahead of them, against a background of unceasing change. We must reconcile ourselves, I believe, to a prospect of many years in which nothing will be static and little will be stable.

On some matters, Members opposite have occasionally chided me for being slow to react to a particular situation; at other times - very recently, for example - I have been charged with moving too far too fast. I recognize that

there is no real contradiction in these conflicting attitudes. It is in the very nature of our times that we are all caught between the sentimental tug of a fondly remembered past and the dynamic pull of a highly demanding present and future. This was never more evident than in the Centennial year that lies behind us.

We are engaged in a process of transformation which we can do little to hold back — and less to reverse. We can, however, ride it and guide it, channel it and shape it to our own very great advantage.

One of the dominant marks of these years, throughout the world, is that the main pressure for change — in education, as in every other sphere — is coming from the young. In education, this implies — to a greater extent, perhaps, than ever before in our history — that the tone and the targets are being set by the young themselves. Those of us of other generations may be tempted to dismiss this phenomenon as the uppityness of youth. I suggest to the House that it is more: that it proceeds from an inner compulsion in human society to renew itself from time to time. If we look at it from this standpoint, it can, I submit, provide us with valuable guidance. Here, of course, as in everything else, we have to strive for a workable balance between the proven quality of established policies and the thrust of new ideas. Again, I recognize that this is a never-ending search. I simply ask the House to consider my present account of the activity of the Department with these thoughts in mind.

This year, as in past years, I must express my gratitude to the Members for their sharp-eyed vigilance in watching over educational developments and for the constant flow of information to the Department that comes from their keen awareness of local situations and needs. I will listen, as always, with respect and great attention to their comments in the debate that follows.

In the course of my duties over the past five and some years, I have made it my business to travel widely across this province and steep myself in local attitudes, local concerns and local aspirations. Consequently, I feel deep admiration, based on close personal knowledge, for all those among our people who devote much of their time, year in, year out, professionally or otherwise, to the needs and problems of education: the school trustees; the municipal councils; the teaching profession; the parents; the students; and the army of workers in the press and the electronic media who labour so hard to keep us in touch with events.

I trust you will forgive me if I single out, as is customary, some of the organizations to which the Ontario educational system owes a continuing debt: the Ontario School Trustees' Council, the Ontario Teachers' Federation, the Ontario Educational Association, *l'Association canadienne-française d'éducation d'Ontario*, the Ontario Federation of Home and School Associations, the Parent-Teachers' Association, and the Ontario Association for the Mentally Retarded. Lastly, I must pay tribute to another year of unstinting support from the senior officials and entire staff of the Department of Education.